Syllabus Template

School for New Learning

1. **Course #**: LL 302 Externship: Agents of Change

2. **Instructor**: Elisabeth Lindsay-Ryan
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   - 773-865-4952

3. **Course Dates**: Wednesdays, June 15th - August 19th 5:45-9:00PM
4. **Course Location**: Loop

5. **Course Description**
   “If you aren’t outraged, you aren’t paying attention.” The problems in our world are substantial and complex but that doesn’t give us a pass on trying to solve them. What has you outraged? Have you found a way to lend your voice to the conversation? This class will help you develop your skills so that you can help be an agent of change. While the skills you gain here will help you with any issue we will explore the following issues in this course: equality/identity, poverty, education inequality, violence, and the criminal justice system. The reality is that not everybody has found a way to make their voice heard. This course will help you find a way to move those feelings from outrage to action by examining various aspects of social justice, service learning, and reflective practice. As part of their service learning experience, students will have an opportunity to participate in the process and observe and explore what strategies are effective for changing our world. They will learn how everyday citizens can be allies to a myriad of issues and how they can be addressed at community, city, state, and national levels. The course will utilize speakers, service learning, discussion, analysis, readings, films, and small group exercises to provide an environment where students can explore their own beliefs and perspectives on social justice and what role they want to play in making change.

6. **Learning Outcomes, Competencies, and/or Objectives**

   **Outcomes**
   In this course there are some universal intended outcomes. Everyone will learn what it means to be an ally and how they can develop their skills to be an effective one. This course will examine various issues and what is currently being done to make change. By examining both the various ways one can create change and the multitude of issues one can choose to get involved with we will develop an understanding of the experience of others and ourselves. Students in this class will explore their own knowledge of social justice and what motivates them to be engaged in change. By engaging in individual reflection, small group work, and class discussion we will examine what we can do to make a better world.

7. **Learning Strategies & Resources**

   **Learning Experience**
Lecture, discussion, speakers, and small group work, will be used in conjunction to offer a classroom environment that embraces a variety of learning styles and strives to provide information in a way that all students can process.

Readings will be assigned on a weekly basis to provide a foundation of understanding for social change. All reading will be available on D2L. Students are not required to purchase any materials for this course. These readings will help students understand individual ways to affect change and the diversity of opportunities in getting involved.

There will be a selection of readings that will include but will not be limited to the following texts:

Michelle Alexander, The New Jim Crow  
Howard G. Buffet, 40 Chances: Finding Hope in a Hungry World  
Bill Clinton Giving: How Each of Us Can Change the World  
Holly Morris, Adventure Divas  
Barrack Obama, Dreams from My Father  
Sister Helen Prejean, Death of Innocents  
Smiley and West, The Rich and the Rest of  
Peter Temes, The Power of Purpose: Living Well By Doing Good

Speakers  
Invited speakers will talk in class about their experience with various issues and the methods they use to address societal issues.

8. Learning Deliverables

Reaction Papers:  
Students will be required to review various articles, interviews, and social media and write reaction papers about their relevance to their own lives and the issues we are discussing in the course. Theses assignments will incorporate your feelings, perspectives, analysis and ideas about the specific topics provided. These assignments should be an integration of personal reflection and an opportunity to discuss readings, class discussion, and illustrate their mastery of the material. Topics will be given by the instructor in class the week before they are due. Papers are due in class on the assigned date.

Action Assignments  
Throughout the course there will be action assignments that correspond with what we will be doing in class. You will be required to complete the action assignment and write a paragraph about what you did that week. These assignments will be explained in class along with the reaction assignment for each week.

Attendance and Participation
It is crucial to your success in this class to be present and engaged in classroom discussion. This class is intended to be extremely interactive, a significant portion of your experience and understanding of the learning process, service learning, social justice and activism will be developed through your interactions with each other and our speakers. Small group and class discussion will be essential to your integration of the written material and personal experience. Therefore, students must inform the instructor of any absences. Any student missing more than TWO classes will be expected to drop the course.

**Service Learning Hours**

Students will be required to complete **20 hours of service learning** to meet the criteria for externship. Students must begin at their sites by week 2 of the course and complete their hours by week 9. Students will be able to select from a list of opportunities to experience making social change firsthand. The organizations provided have an established relationship with DePaul and our service learning goals. While it is recommended that you work with one of the organizations below it is not required. If you plan to arrange your own site, please contact me immediately. All arrangements need to be finalized before the first class session.

*We are still in the process of confirming sites so there may be adjustments to the list below.*

**Site: A Just Harvest**
**Description:**
A Just Harvest’s mission is to fight poverty and hunger in the Rogers Park and greater Chicago community by providing nutritious meals daily while cultivating community and economic development and organizing across racial, cultural and socioeconomic lines in order to create a more just society. Service learners are needed to help with the Aqua Project, Just Bites Project, The Genesis Project, and help in their Community Kitchen. One service learner per project.
**Website:** [http://www.ajustharvest.org](http://www.ajustharvest.org)
**Schedule:** The schedule is flexible but hours of service operation are 3:30 PM to 5:30 PM.

**Site: La Casa Norte**
**Description:** La Casa Norte has rapidly grown over the past ten years to meet the increasing needs of people living in poverty and confronting homelessness. Service learners are needed to help with food justice through community outreach and advocacy. There are also opportunities in the gardening and green house initiatives. Service learners will also have the opportunity to lead workshops.
**Website:** [http://www.lacasanorte.org/](http://www.lacasanorte.org/)

**Site: Chicago Alliance Against Racist and Political Repression**
**Description:** Work will involve interacting with community, labor, and religious organizations as well as direct work in communities, organizing a movement to stop police crimes by building support for legislation creating and
empowering an elected Civilian Police Accountability Council. Students will be invited to attend, when convenient, meetings of the Alliance Steering Committee on the third Saturday of the month, and weekly meetings of the Organizing Committee to Stop Police Crimes on Monday afternoons. Students may be asked to work on a national forum on police crimes May 16-17 at the University of Chicago, called by a broad committee initiated by Angela Davis. Additionally, some work will involve helping to evaluate and answer letters from Illinois prisoners regarding medical problems in prison, issues around wrongful convictions, and general problems of prison life.

Website: http://naarpr.org/

Site: FaithInc
Description: Provided in class on 6/15

Social Justice Event/Interview

You have a choice for this assignment. 1) You attend an event outside of class that focuses on an aspect of social change used to address one of the issues in our course. 2) You interview someone who is an agent of change working towards social justice for one of our issues. You will be required to write a response 3-4 pages on the experience due July 27th (Week 7). Questions will be provided.

Final Project

Students will be responsible for completing 3-4 page paper as capstone of their learning experience in this class. The format will be a reflective essay examining your own experiences and an assessment of yourself as an ally. The project should focus on what YOU can or will do in the future to strive for change. This assignment should be submitted during the last class on August 19th.

9. Assessment of Student Learning
   Competencies
   L-10, Externship: Can reflect on the learning process and methods used in an experiential project.
   LL-11, Externship

10. Grading Criteria & Scale

SNL has designated Externship a Pass/Fail Course. Students will be graded according to pass/fail criteria unless they request a grade during the 1st week and are given special permission by the instructor.

Reaction Papers & Action Assignments: 30%  
Attendance 20%  
Social Justice Event Interview: 10%  
Completion of Service Learning Hours: 30%  
Final Project: 10%
Class Schedule
Week One-6/15
Introduction to Course
Collaborative Partners Presentation
Selection of Sites
Social Justice Overview

Week Two- 6/22
Understanding Our Identities
Identity/Equality/Privilege
Speaker-Sunny Nakae

Readings:
- Keith Edwards, Aspiring Social Justice All Identity Development: A Conceptual Model (pp. 39-57)
- Peter Temes, The Power of Purpose: Living Well By Doing Good (pp. 215-238)
- A Reeves, The Next IQ (pp.1-25)
- Allan G Johnson Privilege, Power and Difference (pp.68-76)
- Michael Lassel, How to Watch Your Brother Die (pp.64-67)
- James Baldwin, In Search of a Majority (pp.173-178)
- Peter Temes, The Power of Purpose: Living Well By Doing Good (pp. 21-36)
- HP –My Racist Encounter at the White House Correspondents Dinner
- Shiva Subbarana Coming Out Coming Together

Assignment: Action 1-Join an action list

Week Three- 6/29
Education Inequality
Waiting for Superman
Speaker: Rebecca Lindsay-Ryan

Readings:
- Jonathan Kozol, Savage Inequalities (pp.49-55,69-83,91-100)
- Michelle Rhee, Radical (208-213, 236-244,267-281)
- Ralph Ellison, What These Children Are Like (pp114-120)
- Elisa Villanueva Beard, Embracing Our Immigrant Children
- http://seattletimes.com/
- Peter Irons, Jim Crow’s Children: The Broken Promise of the Brown Decision (pp.289-315,338-347)
Assignment: Assignment: Reaction Paper #1 Identity Politics
Action 2-Watch a Documentary

Week Four- 7/6
NO CLASS

Week Five- 7/13
Exploring Poverty
New Strategies for Addressing Poverty

Readings:

- Howard G. Buffet, 40 Chances: Finding Hope in a Hungry World (pp.374-381)
- MHP Site Its Not Charity it is Community
- Smiley and West, The Rich and the Rest of Us (pp. 173-182)
- Smiley and West, The Rich and the Rest of Us (pp. 75-94)
- John McKnight, The Careless Society: Community and its Counterfeits (pp.1-15)
- Steve Corbett&Brian Fikkert, When Helping Hurts (pp.169-183)
- http://www.salon.com/2014/07/16/i_was_poor_but_a_gop_die_hard_how_i_finally_left_the_politics_of_shame/?utm_source=facebook&utm_medium=socialflow

Select 10 of the following:

- http://www.deathandtaxesmag.com/
- http://mobile.nytimes.com/2014/03/02/opinion/sunday/kristof-the-compassion-gap.html?smid=fb-share&_r=0&referrer
- http://www.huffingtonpost.com/2013/11/05/income-inequality-crisis_n_4221012.html
- www.theguardian.com/world/2013/dec/08/david-simon-capitalism-marx-two-americas-wire
- http://ourlegaci.com/2013/12/13/please-excuse-davontaye-he-suffers-from-povertenza/
- David Hilfiker, Poverty Medicine (pp.17-26)
- Nikki Giovani, Nikki-Rosa (pp. 58-59)
Assignment: Reaction Paper #2 Education Inequality, Action 3- Advocate for someone or something

Week Six- 7/20
Violence-Masculinity, Objectification, Control
Tough Guise
Misrepresentation
Readings:

- Allan Johnson, The Gender Knot (pp.133-141)
- The Belle Jar Blog
- Gawker Post
- Healthy Sex Talk: Teaching Kids Consent
- Toxic Masculinity
- CJ Pascoe Dude, You’re a Fag (pp.52-83)

Assignment: Reaction Paper #3 Poverty, Action 4- Crowdfund a donation

Week Seven-7/27
Violence- Displaced Aggression & Guns
Racial Profiling
Lessons from Ferguson
Interrupters
Readings:

- Jonathan Kozol, Fire in the Ashes (pp.259-268, 268-277)
- http://www.ebony.com/
Select 10 of the following:

- http://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-cops-it-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html
- http://jezebel.com/this-is-why-were-mad-about-the-shooting-of-mike-brown-1619522935/+KaraBrown
- http://thesocietypages.org/specials/sfhomicide-divide/
- http://www.salon.com/2014/12/03/white_americas_scary_delusion_why_violence_is_at_the_core_of_whiteness/?utm_source=twitter&utm_medium=socialflow
- http://www.faithstreet.com/onfaith/2014/12/04/five-race-issues-everyone-needs-to-acknowledge/35302
Assignment: SJE Event or Interview

Week Eight-8/3
Criminal Justice?
Deconstructing the Prison Industrial Complex as a Civil Rights Issue
Death Penalty
The House I Live In
Slavery by Another Name

Readings:
- Michelle Alexander, The New Jim Crow (pp.1-16, 97-126)
- Michelle Alexander, The New Jim Crow (pp.,140-148, 154-165, 175-177, 221-261)
- Prejean, Death of Innocents (11-37, 179-183, 194, 197-204, 207-219)

Select 3 of the following:
- http://us7.campaign-archive2.com/?u=a3f957b1ac10923d6aaf32d94&id=27aa0f1c6e
- http://www.salon.com/2014/03/14/legal_weeds_race_problem_white_men_get_rich_black_men_stay_in_prison_partner/?utm_content=buffer04b55&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
Assignment: Reaction Paper #4 Violence/Prison, Action 5-Inititate a change dialogue, SERVICE HOURS

Week Nine- 8/10
NO CLASS

Week Ten- 8/19
Where do we go from here?

Assignment: FINAL PROJECT DUE: Can reflect on one’s one service learning experience and perceptions regarding social change and integrate group reflection, discussion, readings, and small group exercises into a final project.

1. **Course Policies**
   - This course includes and adheres to the college and university policies described in the links below:
     - [Academic Integrity Policy](#) (UGRAD)
     - [Academic Integrity Policy](#) (GRAD)
     - [Incomplete Policy](#)
     - [Course Withdrawal Timelines and Grade/Fee Consequences](#)
     - [Accommodations Based on the Impact of a Disability](#)
     - [Protection of Human Research Participants](#)
     - [APA citation format](#) (GRAD)

2. **Course Resources**
   - [University Center for Writing-based Learning](#)
   - [SNL Writing Guide](#)
   - [Dean of Students Office](#)

3. **Instructor Brief Bio**
   - Elisabeth Lindsay-Ryan is a diversity professor, trainer and consultant. She completed her Master’s of Arts at DePaul University in Human Services and Counseling in 2000, and she earned her Bachelor’s of Arts at DePauw University majoring in History with Minors in African American Studies and Education in 1997. She served as the Director of Programs at the Women’s Center at Northwestern University from November 2000-September 2008 where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. She has been involved as a volunteer, an activist, Board Member, Advisor and Consultant with over 150 organizations addressing a range of issues from rape to cancer awareness. She has led or participated on six extended service trips working on the San Carlos Apache Reservation, homelessness, disabled children, civil rights education, and habitat for humanity. She currently resides in Evanston with her wife Becca, her children Katie, Jack and Harper, and her dog Dayton.